



**The Avenue School Special Needs  
Academy**

**SEN Information Report**

## **The kinds of SEN that are provided for**

The SEN Reform Act 2014, indicates that pupils may be regarded as having special educational needs requiring additional and/or different provision within the following areas of need:

### **Cognition and learning**

All pupils and young people attending the school have a degree of learning difficulty. This includes pupils and young people with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD).

In addition, students may have one or more additional disabilities or needs in any of the following areas: Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

### **Communication and interaction**

Pupils and young people at the school may also have speech, language and communication needs (SLCN) and therefore have difficulty communicating with others.

Pupils and young people with Autistic Spectrum Disorder (ASD) are also likely to have particular difficulties with social interaction.

### **Social, emotional and mental health**

Pupils and young people with these additional needs may experience a wide range of social and emotional difficulties which manifest themselves in different ways but can include displaying challenging or disruptive behaviour.

They may have a diagnosis of, for example ADHD

### **Sensory and/or physical needs**

In addition to learning difficulties many of the pupils and young people who attend our school have a sensory need for example a vision or hearing impairment or a multi-sensory impairment which requires specialist support and access arrangements.

Others may have a physical disability that requires additional support and equipment to enable the child or young person to access all the opportunities available

### **Identifying pupils with SEN and assessing their needs**

Admission to The Avenue School is through the Local Authority and individual cases are discussed at an SEN admission panel. Panel meetings are held three times per year and are attended by senior leaders from the Avenue School and representatives from the Brighter Futures SEN Team.

All children at the Avenue School have an EHCP which details their strengths, needs and provision required.

All children will be baselined 6 weeks after their initial entry to the school and their progress tracked to ensure that the curriculum maximises outcomes and provision continues to meet their needs.

The impact of the curriculum on individuals and groups of learners will be regularly reviewed to assess its effectiveness and adapted/changed accordingly.

Changes to the EHCP outcomes and the provision needed in the child's EHCP will be discussed at the Annual Review and agreed with the Local Authority.

### **Securing equipment and facilities**

We work closely with the Local Authority and neighbouring authorities to secure the appropriate level of funding for every pupil. This enables us to meet their needs.

If needs change and funding is no longer appropriate, we use the Annual Review to present evidence and request additional funding. Occasionally, an early annual review will be held to address an emergency situation, such as a significant change in behaviour which is having a negative impact on the safety, health and wellbeing of the child and often their peers.

### **Arrangement for consulting parents and involving them in their child's education**

At The Avenue School we strongly believe that partnership with parents is the key to maximising outcomes for children and young people with SEND. Parents and carers are fully included in the process of working collaboratively to ensure positive and aspirational outcomes for their child. We do this in the following ways:

- Prospective parents have the opportunity to tour the school
- Transition visits for new pupils
- Open communication with parents who can arrange to meet at any time to discuss progress or any concerns they may have.
- Parent/Carer and teacher meetings
- Annual Review meeting and report where we can discuss progress in more detail and agree the Individual Education Plan for the forthcoming year
- For pupils who are under 5 years old we hold an additional Interim Annual Review.
- We formally meet parents four times a year, three parents' evenings and an Annual Review.
- For pupils in the penultimate year of school, either Year 10 or 13 we hold a mid-year review of their Adulthood Plan to support with their transition from the Avenue School.
- There is communication between school and home each day either by email or via a home school communication book, depending on the preference of the parent.
- Pastoral team, SENDCo and Family Worker
- Educational Psychologist
- We also, if needed, support parents at meetings with other professionals, e.g. CAMHS.
- Signposting to parent courses
- Make and share resources
- COVID home learning and resources and strategies
- Family support worker
- Transition Events
- Parental Representation on Governing Body
- Website where we post a wide range of information about the school and Facebook page
- Questionnaires
- Newsletters

### **Arrangement for consulting pupils and involving them in their education**

We believe that outcomes for children and young people in their learning and in their lives improve when they are actively involved in decision making. Therefore, ensuring that the voice of the child and young person is actively listened to is fundamental in delivering our ethos and vision.

All children and young people in our school are treated with dignity and respect and are involved in decisions and choices with regards to their education in the widest sense.

Pupils are asked to contribute their views, wherever possible, to their Annual Review meeting. The assessment and annual review of EHC Plans includes the choices and views of pupils through a person-centred approach. The pupil's aspirations and future plans are always recorded and collectively analysed against our school curriculum to ensure that we are enabling these aspirations to be fulfilled.

Pupils are also regularly asked to self-assess their learning to decide if they should move on or keep practising a particular skill.

The School Council is consulted on a range of relevant matters and pupils to contribute and decide on aspects of school life relating to their needs.

### **Arrangements for assessing and reviewing pupils' progress towards outcomes**

All pupils attending the Avenue School have an Education, Health and Care Plan (EHCP). Each pupil has an Annual Review each year where their progress against their EHC Plan outcomes is reviewed. For pupils who are under 5 years old we hold an additional Interim Annual Review.

Parent and pupil voice are an integral part of the review cycle through our pupil centred approach. Parents/Carers are asked to contribute to the Annual Review in writing and their input during the meeting is also valued. Information from parents/carers is used to support amendments to their child's EHC Plan.

Pupils are also included in the review of their progress at a level appropriate to their development. There are a variety of ways that pupils can contribute to their reviews, including written contributions, drawings, making choices using visuals and by attending their review if it is appropriate for them.

Parents/Carers are also invited to discuss pupil progress at Parents' Evenings. Should they wish to discuss their child's progress at any other times Parents/Carers are encouraged to contact school staff.

Medical needs and interventions are monitored. In addition, other professionals such as Physiotherapists, Occupational Therapists and Speech and Language Therapists are able to assess, monitor and develop appropriate individual programmes for pupils. Some Parents/Carers will be asked to attend Child in Need (CIN), Looked after Child (LAC) or Integrated Therapy Review meetings if these services work with their child.

All teachers and support staff who work with the pupil will be fully aware of their individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Pupil progress is tracked, three times per year to ensure that the curriculum maximises outcomes and provision continues to meet needs.

The Interactive Learning Diary (ILD), an electronic assessment system, is used to track the progress of all pupils. Teachers are able to use this system to record achievements, add evidence to support their judgements and extract data.

Other data such as behaviour data and observations is used to track progress and impact. This informs what interventions should be put in place for individual students and can be used to request a change in provision, if the Headteacher believes the need for change has been demonstrated by available evidence.

### **Supporting pupils with transitions and preparing for adulthood**

All transitions are well planned for through-out our school as pupils move from class to class and phase to phase.

In advance of starting at The Avenue School all new pupils and their families are encouraged to attend transition visits.

There is very close liaison between our staff and the school where the child is transferring from. Transition plans vary depending on the circumstances but in general the Pathway Lead from the Avenue School would coordinate the transition of a child moving into their pathway.

Some pupils may require a bespoke and/or phased entry to the school. We work in partnership with families to ensure that every pupil gets the best start. Pupils often join during an academic year and plans are made for phased induction visits where possible.

It is usual that all professionals involved with a child would be consulted about the child's needs so that provision can be made in preparation for the child or young person to start with us.

The Avenue School wants all of its pupils to be empowered and to benefit from a meaningful, rewarding and fulfilling adulthood. Pupils in Year 9 onwards have their own Adulthood Plan. Preparation for Adulthood is timetabled weekly, so as our young people can work on their outcomes in preparation for transition and their next steps after school. There are lots of opportunities to develop life skills within the different areas of the adulthood plan; preparing for employment or college, independent living, healthy living and participation in society.

During a pupil's penultimate year of school, a mid-year review of their adulthood plan is held to discuss transition planning and action next steps.

Transitions will be planned on an individual basis and we will work with other professionals such as social workers and college staff to ensure the student is prepared for their next steps after The Avenue.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **Our school's approach to supporting pupils with SEND**

Our school provides a safe, nurturing and customised learning environment for pupils, with a curriculum that is modified to meet the needs of pupils who face a wide range of significant barriers to their learning.

Classes are grouped in pathways which reflect the learning styles, profiles of the learners and to a certain extent their age.

Our curriculum is an inclusive continuum, lending itself to differentiated, individualised teaching and learning. All staff are experienced in developing appropriate adaptations in order to enable all pupils to access the curriculum.

The school believes that high quality teaching, where there is outstanding planning for progression and differentiation are fundamental to ensuring that every pupil achieves.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Class Teachers are responsible for knowing their students and their needs really well. This includes being very familiar with their pupil's EHCP.

Class teachers are expected to have discussions with the SENDCo or their Pathway Lead if there is a mismatch between EHCP outcomes and what they believe the child needs to be working towards.

If a class teacher has a concern for one of their pupils, they can make a request for an internal intervention or for a referral to an external agency for assessment to the SENDCo. The referral will be discussed by the Triage Team, which includes the SENDCo, Deputy Designated Safeguarding Lead, our Wellbeing Coordinator and the Lead Practitioner for PACE. A member of the Triage Team will then meet with the class teacher and the appropriate action will be taken.



## **How adaptations are made to the curriculum and learning environment**

At the Avenue School we believe the intent and implementation of the curriculum should be a broad and balanced approach which effectively identifies and meets the needs of every pupil. The curriculum aims to promote the social inclusion of all pupils.

As the pupil's move through the school, the skills they need for living become an integral part of learning. A structured teaching approach based on TEACCH suits many learners. We use personalised timetables or individual work systems in order to help individual pupils access the curriculum. The aim of this is to develop independent learning skills

We also use Intensive Interaction to promote communication and interaction skills as well as a play approach based on the DIR Floortime method.

We continuously monitor, review and develop our curriculum so that it meets all the needs, interests and aspirations of all the pupils.

We adapt our curriculum through:

- Clear curriculum maps which determine the coverage of subjects and the sequence of learning for the subjects and key skills.
- Differentiating our teaching, for example, grouping, staffing ratios, giving longer processing times, pre-teaching of key vocabulary, visual supports and cues etc.
- Kinaesthetic, visual and auditory learning styles are incorporated into lessons.
- Trained and effective staff teams
- Interventions when necessary including:
  - Rebound therapy
  - ELSA (Emotional, Literacy Support with a trained member of staff)
  - Equine Therapy
  - Aqua Therapy
  - Horticulture
  - Theraplay
  - Floortime
  - Wellbeing ( individual or group)
  - Ariel Yoga
- Resources and learning opportunities that are engaging and motivating.
- Picture Exchange Communication System (PECs) are used where appropriate.
- Educational visits are planned to enhance the curriculum and enable pupils to transfer and generalise skills across contexts.
- Frequent opportunities for repetition and generalisation of skills
- Provision of specialist equipment as recommended by therapists and use of recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

### **What expertise and training do our staff have and how do we involve other organisations, specialists or equipment to support both the pupils with SEND and their family?**

All of our staff have thorough induction training program followed by ongoing professional development opportunities throughout the year, both formally and informally.

Staff attend courses with external providers when required, however the school also provides training with internal SEND expertise to train staff in relevant strategies, interventions and approaches.

All staff have a core training as part of their continuing professional development related to their work as a support assistant, teaching assistant, specialist teaching assistant or teacher. Training is specifically related to the needs of children in our school and also, as required, by statutory guidance, for example, safeguarding and health and safety.

In school, we have specialist staff with expertise in areas of teaching special educational needs, for example, educating pupils with autism. We also have a pastoral team to support learners with behavioural challenges and wellbeing strategies.

The school has an appraisal programme for all staff, to ensure they have the appropriate knowledge, skills and experience to fulfil their roles and develop professionally.

The school liaises with other specialists, for example, School Nurses, Speech and Language Therapists, Occupational Therapists, Physiotherapists and a Primary Mental Health Worker. These professionals work within school, training staff, advising staff, working with children and young people who are on their case load.

Where necessary, appropriate budgets are put in place to buy-in relevant support from other organisations and support services, for example, the Educational Psychology Service.

There are social workers, short break workers and family workers who support some of our children and families. They are Local Authority Employees.

We work closely with the Local Authority, as well as neighbouring authorities, to secure the appropriate level of funding for every pupil. This enables us to meet each pupil's individual needs. If needs change and funding is no longer deemed appropriate, we use the Annual Review to present evidence and request additional funding.

### **How the effectiveness of the provision made is evaluated**

The Governors and Senior Leadership Team oversee a number of different approaches to ensure that the education and care provided is effective. The school has an clear and coherent School Development Plan that the whole school community contributes to. The school carries out rigorous evaluation of teaching and learning, whole school pupil progress, personal development and welfare, and leadership and management throughout the year. The evaluation is carried out in consultation with the Governing Body and considers the views of parents, Ofsted and any external consultant views.

All our students have SEN and we evaluate the effectiveness of provision for our pupils by:

Ongoing monitoring and assessment of their progress towards EHCP outcomes, planning, pupils work, and individual pupil assessments.

Planning lessons and interventions around the pupil to ensure they are working towards their outcomes

Having a rigorous annual review process to ensure that a pupil's EHCP identifies their needs, has SMART outcomes and relevant provision

Pupil progress, tracked to ensure that the curriculum maximises outcomes and provision continues to meet their needs.

Reviewing the impact of interventions in a timely way

Using pupil questionnaires

Monitoring teaching and learning via learning walks

Holding annual reviews to discuss progress towards EHC plan outcomes

Individual pupil data collection

### **Inclusivity in activities – how pupils are enabled to engage in extra-curricular activities**

As a Special School, all our events are planned to be inclusive, e.g. sports days, assemblies, Christmas events and special days. This means that activities are adapted, and events of equal worth are organised enabling all to take part.

We have a strong focus on social inclusion. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

At the Avenue School, community opportunities to extend learning and generalise skills are plentiful, and include:

- Annual events, festivals and special days, including, Shakespeare Schools Festival, sport events, concerts at The Hexagon, etc.
- Events and social opportunities as part of the Whitley Excellence Cluster
- Enrichment weeks and special days/events throughout the school year
- Residential opportunities for our pupils at places, such as Ufton Court and Longridge, and non-residential extra-curricular opportunities at Ufton Court. Due to the range of needs in the school, we ensure that different residential opportunities exist to ensure that all older pupils have this opportunity.
- Duke of Edinburgh activities for our Sixth Form students.
- After school club currently runs two afternoons per week.
- A monthly Youth Club, for our students aged 11yrs +, where students can come into school to socialise with their friends in a safe environment.
- Holiday Clubs that run each school holiday with external providers for drama and sports run by Reading Football Club.

The school has an Accessibility Plan which is updated annually. This can be found on our school website

### **Supporting emotional and social development**

We have a very strong culture of mutual respect and respect for the wider school environment, which is underpinned by the school's ethos, values and aims.

Pupils are encouraged to develop a sense of pride in our school, and a sense of belonging to the school community.

School will endeavour to create a secure, caring and educationally challenging and aspirational environment, in which pupils will feel happy, safe and eager to learn.

The Avenue School has well developed systems in place to support pupils who are experiencing emotional and/or behavioural challenges, whether this be on a temporary or longer-term basis.

This is addressed systematically through the PSHE curriculum, but also incidentally through the way both staff and pupils engage throughout the school.

We also have four ELSAs and a Wellbeing Coordinator, who provide intervention for identified pupils, support parents with advice and respond quickly to pupils who need immediate support.

We have a School Council which provides the children and young people with a forum within which to discuss the school and feedback to the Senior Leadership Team, in order to influence and support the school and its development.

Where a pupil's needs challenge our own skills set and experience, we have good links with local specialist services and are able to use these to support our work, for example, we hold Primary Mental Health Surgeries with a mental health practitioner and educational psychologist. Teaching staff can consult with the specialists to seek advice to support pupils in their class experiencing social and emotional difficulties.

Promoting Positive Behaviour and Engagement in Learning - some pupils need the support of an individual plan. The approaches identified in the plan ensure that staff are supportive and consistent.

School staff will initially discuss any social, emotional or mental health difficulties with parents in order that a joint approach be taken. If problems at home or school persist, referrals can be made and advice sought from the appropriate professionals, e.g. Educational Psychologist or CAMHS.

### **How the school involves other bodies**

We have a successful working partnership with the Local Authority. In the first instance, as part of the LA Panel admissions process, and more recently in discussions with the LA in expanding provision at the Avenue School.

We work closely with health and care professionals to deliver and review Education, Health and Care plans.

The school liaises closely with the Local Authority Education and Health Services and routinely involves a range of professionals to provide advice for pupils who need additional support.

The services we have access to include:

- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health First Aider
- Physiotherapy, Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- Behaviour Support Team
- Educational Psychology (EP)
- Community Paediatricians
- Specialist Nurses
- Emotional Literacy Support Assistants (ELSAs)
- Manual Handling

### **Arrangements for handling complaints**

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. The Avenue School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

Concerns can often be resolved informally, without the need to use the formal stages of the complaint's procedure.

Concerns should be raised with either the class teacher or Headteacher. They can be made in person, in writing or by telephone. Concerns may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

If the issue remains unresolved, the next step is to make a formal complaint. We understand that there are occasions when people would like to raise their concerns formally. In this case, The Avenue School will attempt to resolve the issue internally, through the stages outlined within the complaints procedure which can be found on the school website.

The complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to The Avenue School about any provision of facilities or services that we provide.

Complaints can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Some complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions).

### **Who should I contact for further information?**

General information about the school can be found on our website – [www.avenue.reading.sch.uk](http://www.avenue.reading.sch.uk)

To book a visit to see the school or if your question relates to a child starting at the school, for further information please contact the school directly on either 0118 3389038 or via [admin@avenue.reading.sch.uk](mailto:admin@avenue.reading.sch.uk)

If you have concern is about the safety of a child, then you should contact the school's Designated Safeguarding Lead, Kellie Relf.

To speak to the school SENDCo then contact the school and ask for Connie Sinclair.

If you would like advice on courses for parents or to arrange a call with our Family Worker, contact the school and ask for, Kelly Boheme.

For all other information relating to SEN please see our Local Offer at:

[www.servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3](http://www.servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3)



**Links with other policies and documents:**

**Accessibility Policy**

**SEN Policy**

**Date: 7/9/21**

**Review date: July 2022**